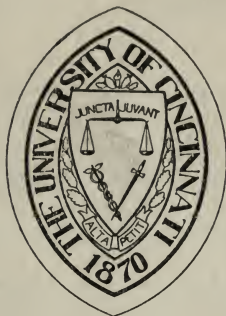


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CHARLES W. DABNEY.

UNIVERSITY OF CINCINNATI



*ANNUAL REPORT OF
THE PRESIDENT,
1907*

SUMMARY

Of the Growth of
THE UNIVERSITY OF CINCINNATI,
1904-1907.

(Colleges of Medicine and Law not included.)

Productive endowment has increased from
\$813,000 to \$1,046,000.....28 per cent

Total annual income has increased from
\$123,000 to \$212,000.....71 per cent

Material improvements made to the amount
of \$51,000.

Number of instructors has increased from
56 to 95.....69 per cent

Number of courses has increased from 241
to 366.....51 per cent

Number of students has increased from 547
to 995.....82 per cent

SOME NEEDS

Buildings for the College of Engineering.

A building for the College for Teachers.

Dormitories.

A modern gymnasium, scientifically equipped.

An auditorium.

A museum of natural history.

More endowed fellowships, with annual incomes of from \$300
to \$600.

One million dollars should be spent at once in new buildings
and their equipment.

UNIVERSITY OF CINCINNATI

REPORT OF THE PRESIDENT FOR THE YEAR 1907

The twentieth of December,
nineteen hundred and seven.

To the Chairman and the Board of Directors of the University of Cincinnati.

Gentlemen:

In accordance with law, I have the honor to submit this report for the year 1907. The year has been characterized by large improvement in and the strengthening of all departments of the University. The Council levied for both 1907 and 1908 the increased maximum taxes allowed under the act of the Legislature of 1906. This additional income enabled us to complete the fourth story of McMicken Hall and to enlarge and partially equip the north end of the Technical building for an Engineering annex. More important, however, than these physical improvements are the improvements in the instructional staff and in the library and the laboratories made possible by this addition to our resources. The salaries and other expenses paid for two years previous from a special fund subscribed by private citizens were taken up by the new fund. The salaries of the chief professors were also raised, two new chairs were established, and several of the departments strengthened by the addition of long-needed instructors.

The embarrassment under which we labored during the last three years from the lack of means has thus been temporarily relieved so far as the teaching staff is concerned, but we are still greatly hampered by the want of suitable buildings and equipments. The expansion of the existing Colleges and the addition of the new courses necessary to meet the demands of our growing student body have of course made the need of buildings more acute.

Ten years ago the people of Cincinnati proclaimed to the world that they proposed to build a municipal university. The several institutions for higher learning in the city were consolidated and a noble site dedicated. McMicken College, a literary and scientific institution founded on the bequest of Charles McMicken to the city, was removed to this site and four buildings were erected. The University of Cincinnati, thus founded, has developed so rapidly that it has now entirely outgrown these early buildings. The one small College in Burnet Woods has already grown into three Colleges and a Graduate School, and three hundred students have become a thousand. No additional buildings, however, have been erected in ten years. The time has arrived when the buildings necessary for a large university must be provided, or the institution will suffer greatly.

The institution can not fulfill a small part of its mission or even do the work already undertaken, with a fair degree of completeness, without a gymnasium for men and women; without an assembly hall large enough to hold all its instructors and students at one time; without a museum for the care of specimens already on hand and constantly coming to us; and without a single dormitory. An engineering laboratory and a Teachers' College building are also urgent needs growing out of our new and rapidly developing service to the schools and industries of Cincinnati. The current income is entirely consumed in carrying on the present work. Our real estate and endowments can not be sold or reinvested, and the limit of the tax has already been reached, while every dollar collected is needed for instruction and maintenance, leaving nothing for buildings or improvements. Funds for this purpose must therefore be provided either by private donations or public taxation. No half-way measures are possible with such a vigorous institution; it must either be given a chance to grow or be cut

off. Believing that it is only necessary to state the facts and to make the appeal, to secure for the University the funds it needs to accomplish these things, this report is respectfully submitted through you to the whole people of Cincinnati.

The accompanying reports of the Deans and executive officers are a record of remarkable progress in spite of these limitations. To them is appended a statement of the growth and expansion of the University during the last three years, prepared by the Clerk and the Registrar.

THE MUNICIPAL UNIVERSITY.

The municipal university is the logical outgrowth of the American idea that all the youth should be educated to the best purpose without regard to the position or wealth of their parents. All the people can be educated only at the public expense, and hence public support of education has been incorporated in the American system of finance. Higher education is no less fundamental in the scheme than elementary education. Education ought not to be partial, but complete; not limited to childhood or youth, but continued throughout life. American states and cities have, therefore, expanded their educational systems so that they reach from the kindergarten to the university.

The state university is the characteristic institution in the American system. The older colleges, founded by religious societies, are gradually becoming independent of them and many now receive public support in greater or smaller amounts. In the newer states the state university is usually the only engine for higher and professional education. Following the increase in population and the diversification of industrial pursuits and learned professions, these institutions are multiplying and expanding marvelously. Where twenty years ago there was one small college in a state, now there are several, or else a great university, composed of numerous undergraduate and graduate departments and professional schools, preparing men and women for all the higher occupations. There seems no limit to American public support of education, both the general and the technical and professional. Colleges of agriculture and engi-

neering and of law and medicine are supported no less liberally than the old colleges of arts and the normal schools. A most significant event was the granting of a special appropriation by the legislature of Illinois for the graduate department of its state university. Americans are completely committed to the principle of higher education at public expense and that community that fails in this duty lags in the march of progress.

The same idea and historical tendency expresses itself in the erection of municipal colleges, which naturally followed the great growth of American cities. New York has recently rebuilt her City College at public expense and supports it liberally by annual appropriations from the city treasury. Cincinnati is the first to maintain a fully organized university. Other cities that are not relieved of this duty by privately endowed institutions are planning to do the same thing. Where inadequately endowed private institutions exist, the tendency is to consolidate and supplement their resources by taxes, better institutions resulting through the union of public and private support. Such was the method of Cincinnati. In the newer cities, where no colleges exist, wholly new institutions doubtless will be founded under municipal auspices.

It is recognized that the majority of the students of a university are drawn always from its vicinity. Poor students, who are the best, do not go far from their homes. Cincinnati, with half a million people in the community, including at least ten thousand young men and women of college age and preparation—a number to be doubled when the lower schools have been enlarged as authorized—can not depend upon outside institutions to educate her citizens. On the contrary, as the commercial center of a great, rich territory, Cincinnati should possess its own university to promote and develop among the people of the whole region learning and science and professional and industrial skill.

THE McMICKEN COLLEGE OF LIBERAL ARTS.

The plans made three years ago for the advancement of the standard of admission and the improvement of the courses of study have now been substantially carried out in all the Colleges forming the undergraduate department. The University now requires sixteen units for admission to

each of its Colleges, a standard equal to that of the best institutions. The relations with the affiliated schools have been established upon a good basis and considerable assistance has been rendered them in improving their courses.

In place of the free elective system, a group system of studies was instituted. This fixes nearly all the studies of the freshman year and requires that the students shall at the opening of the second year select a group determined by the chief subject to be pursued and shall follow this throughout his course. A certain amount of freedom of election is allowed in the sophomore, and more in the junior and the senior years.

The faculties of the College of Liberal Arts and of the Graduate School have suffered great losses by the death, this year, of Dr. Thomas Evans, Professor of Organic and Technical Chemistry, and in the retirement of Dr. Wayland Richardson Benedict, Professor of Philosophy, and Dr. Edward Miles Brown, Professor of the English Language and Literature. Appropriate recognition of their long and noble services to the institution is given in the reports of these Colleges. It is a matter of sincere congratulation that Dr. Brown and Dr. Benedict will both continue with us as professors emeritus. The chair of Chemistry was filled by the election of Professor Lauder William Jones, recently of the University of Chicago, and the chair of Philosophy by the election of Professor Henry Heath Bawden, recently of Vassar College. The chair of Geology and Geography has been filled by the election of Professor Nevin Melancthon Fenneman, recently of the University of Wisconsin. The Board has announced the establishment next year of a chair in Political and Social Science.

The following additional instructors and assistants have been appointed in this College: An instructor in Public Speaking and English, one assistant in Mathematics, one assistant in Chemistry, an assistant in Economics, and one assistant in Physical Education, making a total, counting professors, instructors, and assistants, of six new persons added to the faculty of this College, and leaving two professorships temporarily vacant.

The young men tend more and more to go into engineering and the young women into teaching. These influences work to reduce the number in the College of Liberal Arts.

In view of the advance in the standard of admission and of the division of this College into a College of Engineering, a College for Teachers, and a Graduate School, the attendance on the College of Liberal Arts is as remarkable as it is unusual in these times. It shows a healthy demand for the liberal education as the basis of professional training, as well as for general preparation for life.

EXTERNAL COURSES.

The demand from teachers and private students for evening courses led the faculty last year to make the experiment of offering a number of regular courses, at late afternoon and evening hours, in the public libraries and public schools buildings. Those given in 1906-07 were so successful that a larger number was offered for the current year. The courses cover thirty weeks, beginning the second week in October. The conditions of admission are the same as for special students. The fees are five dollars for registration with three dollars per credit hour per semester for each course taken, making the expense for a single course of one hour a week eleven dollars for the year.

Twenty courses were offered this session and sufficient students applied to establish ten courses: three courses in German, one in History, three in English, two in Zoology, and one in Philosophy (besides a number of courses in Education included under the College for Teachers). These ten courses alone have a total of two hundred and forty-three students, an average of twenty-four to each class. Regular college work is done, credit being given when the examinations are passed. In view of all the circumstances, particularly of the fee charged, this is a remarkable success. I recommend that the fee be reduced to five dollars for registration, plus three dollars for each credit hour per year, instead of semester, which will make the total charge for the year eight dollars instead of eleven.

THE COLLEGE FOR TEACHERS.

The foundation for this College lies in an agreement finally perfected this year between the Board of Directors of the University and the Board of Education. This agreement provides a working basis of cooperation and defines the responsibility of the respective parties to it. The Board

of Directors agrees to incorporate in the instruction given in this College a course of preparation for the elementary teachers in the city's schools and the Board of Education agrees to pay the professors, assistant professors, and instructors in charge of this work and to designate at least two public schools annually for the work of practice teaching. This agreement is another strong bond uniting the educational interests and another step forward in the cultural development of our city.

On this subject I quote the following paragraphs from my last annual report:

"The College for Teachers stands, perhaps, in more vital relations with the life of the people of Cincinnati than any other department of the University. To make it illustrate by its service the ideals of the University of the city is our earnest desire and purpose.

"A system of education is not a series of separate institutions, but a single organism in the true scientific sense—that is, a system of organs in which each has a function to perform for the benefit of the whole. Every part of such an organism is necessary for the perfect life of the whole system. Logically, therefore, there is no head and no feet to a system of education, in the sense that the one does the commanding and the other the working for all. The kindergarten is as much the head as the university. Certainly the university is only entitled to be considered the head in so far as it actually supplies conscious direction and assistance to the whole system, as the brain does to the body.

"This appears still clearer when we look at the system of education from the point of view of society. Education has to do with social groups and not merely with individuals; with whole communities and nations, and not merely with a few pupils. Education has to do with the whole life of the people, moreover, and not merely with the so-called intellectual life. The school aims to develop the physical, emotional, and volitional powers as well as the intellectual; to promote health and morals as well as knowledge and power.

"From the point of view of society, education is an economic question. It is well known, for example, that the earning power of a community, is directly proportional to the amount and character of the education its people have received. So education is also a political question. The political intelligence and the political morality of a people are determined by their schools and their educational institutions. Through all these influences education is an historic question. The whole development of a people, as expressed in their literature, institutions, and art, is determined by their system of education. Education is, in short, the unfolding of the whole life of a people, and it can no more be broken in its development than the continuity of a great river can be severed in its onward course to the ocean.

"Now, the function of the university in a system of education is to correlate and vivify the whole. The French conception of the university is the system of all the schools of the state. The University of the State of New York, which is not a teaching body, but an institution for the direction and control of the entire educational system of a great state, is the best illustration of this idea in our own country.

"The historic conception of the university is an institution to teach, to promote scholarship and research, and to train teachers for all the schools. Though it is the fashion nowadays to put the chief emphasis upon the development of the scholarly spirit and the promotion of research, the training of teachers has always been the main work of the university, and it always will be. The schools for the people grew out of the universities, and not the universities out of the schools. Democracy itself is largely a product of the university, and the schools of the democracy must always and everywhere draw their life from the university.

"Our modern conception of the university is, however, that of an institution to correlate and stimulate not merely the schools, but the life of the people in every line of their activity. Universities have come recently to understand their duty in this respect better than ever before. The American University, and especially the state university, has entered recently on a period of self-consciousness and self-realization, and is proceeding reflectively to correlate its various parts into an organic whole. The various departments and colleges of the university are now recognized as something more than schools for training literary men, engineers, lawyers, and doctors. Each of them is also an organ for vivifying and strengthening a department of the life of the people. One of these organs is designed to nourish and stimulate the intellectual life, another the political and social life, and still another the industrial life, and so on. Thus we have colleges of liberal arts, schools of political science, and institutes of technology, not merely to train a few literary men, politicians, and engineers, but to aid in the development of the whole people. From this point of view, the college for teachers is not merely a school for educating instructors for the schools, but an organ for stimulating and strengthening the entire system of education."

The College for Teachers is already doing both these things to a gratifying degree. Two hundred and sixty-eight students took professional courses in it during the session of 1906-07 and one teacher in every three in the Cincinnati schools took at least one course in the University each week throughout the year. This year conferences have been organized for the teachers of each grade, which meet once a week under the leadership of one of the professors, to discuss the courses of study and the methods used in the grades. Four hundred and sixty-seven students are now attending these conferences. Besides training new teachers

for the public schools, the College seeks to cooperate with the Board of Education, the Superintendent, and the teachers in every possible way for the improvement of our public educational system.

Under the agreement referred to, the College for Teachers has this year added to its corps of instructors an assistant professor in the History and Principles of Education, also in charge of the work in Secondary Education, and an assistant professor in Elementary Education. The College is also indebted to the Board of Education for the valuable services of a number of supervisors in the city schools, who give instruction in their specialties to our students. A course of study to meet the requirements of the public schools has been arranged, which calls for a maximum of thirty hours out of the one hundred and twenty-four required for graduation with the A. B. degree. A special course has also been arranged for the teachers of German in the elementary schools. Under the agreement, the graduates of the College who have taken these special courses in Education will be put upon a preferred list and paid one hundred and fifty dollars per annum more than other newly employed teachers. Still, it will be some time before the University is able to meet the demands for new teachers for the schools. The fundamental difficulty is in the fact that the city high schools are not graduating enough students. Two new high school buildings are now being erected, however, which will double the capacity of the system. They are already attracting more students, so that we may expect the attendance on the College for Teachers to grow even more rapidly after two or three years. The teachers are coming to the College in increasing numbers also, and it is evident that we must prepare for a large attendance in the near future, of both regular and special students.

The work of this College has been carried on so far in McMicken Hall, and, to a limited extent, in the branch libraries and public school buildings. The present arrangement can only be considered as temporary, and a separate building should be erected on the University grounds for this College at an early day.

The progress here described was made possible only through the patriotic cooperation of the Board of Education and its committee on the training of teachers, and especially

through the assistance of the Superintendent of Schools, who, as a member of the joint committee in charge of the College, has given us in shaping its policies and formulating its plans, the full benefit of his mature scholarship and extensive experience.

THE COLLEGE OF ENGINEERING.

THE COOPERATIVE COURSES.

The economic relations of education are best illustrated, perhaps, in its service to industry through its schools of natural science and engineering. In the College of Engineering we are endeavoring to carry out the same ideals of public service as in the College for Teachers; that is, we are aiming not merely to train a superior class of engineers, chemists, and other experts, but also to stimulate and strengthen the local industries in every way possible.

To this end we have now in the College of Engineering in addition to the regular, four-year courses in Civil, Mechanical, Electrical, and Chemical Engineering, a new so-called "Cooperative Course," in which the students spend every alternate week in selected industrial establishments taking courses of practice work. Since this is an entirely new plan of education, I will repeat from the report of last year the explanation of it:

"It has for some time been recognized by both college professors and managers of engineering works that our methods of training engineers in this country are very unsatisfactory. Practically all the engineering colleges have been under the direction of men trained in the old scholastic methods, and they have, therefore, been modeled after the fashion of the colleges of liberal arts. While these colleges have given admirable instruction in mathematics, sciences, and academic branches, they have generally failed to impart that practical instruction in business methods, shop organization, management, and practice which are so necessary for the successful conduct of works. As a consequence of this, it has become the uniform rule in all great engineering establishments to require technical graduates to serve as apprentices for at least three or four years before giving them any responsible professional work. College men have observed also that the young men who have had shop training or other practical training in engineering work before entering college always make the best students and most successful engineers. These facts, and other similar ones well known to all engineers, have led us to attempt here a new plan of educating and training young men for the several engineering professions. The general purpose of the new plan is to give the young man his practical

training at the same time he is getting his college education. For this purpose the College of Engineering of the University of Cincinnati has secured the cooperation of thirty-six of the best manufacturing establishments in its immediate neighborhood. They have consented to take our students as apprentices, and give them a course of practical training while taking their college course. For this purpose the young men are assigned to the factories in pairs, so that one may work one week and the other the next, and thus keep the machine or the particular piece of work going steadily. In other words, each young man works in the shop steadily one week and the whole of the next week at the College."

It is interesting, in the first place, to note that the success of the Cooperative Course has not detracted from, but rather increased, the interest in the regular courses.

The Cooperative Course is now in its second year, and the success of the students and the enthusiasm of the manufacturers cooperating with us give us great encouragement. The students are carefully selected for manhood and strength as well as for the usual entrance requirements. From several hundred applicants, a number of young men were selected in the summer and put in the shops to be tested as to their physical ability and engineering sense. From this number fifty-two were chosen in September to form the second class in the course.

This new plan of technical education presents many interesting phases, economic, industrial, and educational. It is sound pedagogically. No more effective scheme was ever devised for educating in real work for real life. Engineers and manufacturers think it will produce the man of liberal culture and scientific training, and also of practical experience, for whom they have long been waiting. Experience must determine the educational and industrial results.

This course is also more economical than any other course ever devised. It promises to turn out engineers at the minimum cost both to the student and to the institution and in the minimum time consistent with thorough scientific and technical training. The plan is an economical one for the student who works half the college session and all his vacation time in the shops and receives wages sufficient to pay about two-thirds of his expenses the first two years and all of them thereafter. It is also economical of time, for these students promise to complete in less than six years the entire course in engineering, acquiring in addition

thereto invaluable shop training and business experience. As a matter of fact, their college work is done in a net time of three years, since they do in alternate weeks in six annual sessions all the work the regular students accomplish in four. After graduation regular students spend not less than two years in apprentice work in shops before they are given engineer's positions. We have a right to expect that the Cooperative graduates will command positions much earlier, if not immediately. To the student, therefore, this course saves both money and time.

The course is also economical for the University. The institution saves the expense of building, equipment, supervision, and instruction in the extensive practice shops which would have to be maintained if the cooperating manufacturers did not provide them. Consider what a vast plant this University would have to build and maintain to provide the excellent and varied facilities given us free by the thirty-six cooperating factories. The repetition or duplication of recitations, laboratory work, and lectures, does not really cost the University as much additional as one would suppose. For purposes of instruction we must in any case divide our large classes into sections, and the only difference between this and the old plan is that the sections under the new plan come in alternate weeks, instead of on alternate days or at different hours in the same day. In our experience, the laboratory facilities are used to rather better advantage when the sections alternate by the week instead of by the day, for the men get the opportunity to work through longer periods with less interruption. The only additional expense results from the repetition of experimental or literary lectures, which might as well be given to large classes. But the labor and expense of doing this is not as great as it would seem at first, since the lectures and experiments are prepared only once, and the only additional expense is for the time of the lecturer and his assistant and the light, heat, power, and supplies.

This course is attracting considerable attention from educators, engineers, and manufacturers throughout the country. Although it has not been advertised at all, we are already receiving hundreds of applications for admission next year. Cincinnati affords unequaled facilities in its magnificent manufacturing establishments for the practical

training of these students. There is nothing left to be desired in the cordial support given us by the proprietors and managers of our greatest industrial works, who stand ready to take all the students we can send them, up to a thousand or more. Under these conditions why can we not admit many more students? This phase of the matter presents a serious problem. Even at the present rate of growth, we shall normally have six hundred students in the College of Engineering in four years. What a benefit would result to our city and to its industries, not to speak of that to the young men themselves, if we could only provide for this number! Our present capacity is for about two hundred and fifty to three hundred students in engineering. If we are to accommodate and instruct the six hundred students that seem certain to come, not to say the thousand or more that might gather here, we must at once begin to erect a large engineering building with suitable lecture rooms and testing laboratories. This great need is presented to you without further urgency, and through you to the people, and especially the manufacturers of Cincinnati.

The attendance on this College has grown from 97 in 1903-04 to 176 in the first semester of 1907-08. The enlargements just made will enable us to take less than one hundred additional students next year, which will be only a small proportion of the applicants.

A new, full professorship has been established in this College in general and economic Geology, and an assistant professorship in Technical Chemistry and Metallurgy. Instructors have been added to Mechanical and Electrical Engineering and assistants in Mathematics and Chemistry.

The north wing of the Technical Building has been rebuilt, and the drawing rooms and laboratories of the departments of Mechanical and Electrical Engineering have been removed to it. Much new machinery has been obtained and a number of valuable gifts are gratefully acknowledged in the report of the Dean. The growing attendance makes it necessary, as the new building makes it possible, to improve the equipments of all the departments of this College, especially those of Mechanical, Electrical, and Chemical Engineering.

A satisfactory arrangement, along the line of the proposition in my annual report for 1906, was made with the

patrons and friends of the Technical School, providing for its support for two years longer and for its definite closing at the end of the session 1908-09. A guarantee was made up by these friends, covering the expenses of the instruction in the full course of the second and third classes in 1907-08 and of the third class in 1908-09. No students are to be admitted to the lower classes, but young persons desiring to take manual training courses are to be directed to the public high schools provided for the purpose. In this manner the present students of the Technical School are carried through to graduation, while the whole business of secondary education and manual training is turned over to the Public High School Board, to which it belongs and which is now investing over a million dollars in plants to do this very work. We desire to make grateful acknowledgment to all the friends who assisted us in making up the guarantee for the School for the next two years.

THE COLLEGE OF MEDICINE.

In no system of professional training has there been greater improvement in the last ten years than in the education of the physician. The progress of the sciences and the improvement of the technique have been so great that no one can now master more than one or two lines of practice, with the result that the demand upon the colleges for laboratories and teachers of special subjects has grown far more rapidly than their means. Though this is to all men one of the most important professions, colleges of medicine have received smaller endowments than any other institutions.

The time when the faculty of a medical college could be made up entirely of busy practitioners has long passed. It requires all the time and energy of a man nowadays to keep up with the knowledge and technique of his specialty. The clinical courses may well be given by practitioners, but all teachers and investigators must be specially trained and must give their whole time to their work. Every great medical college to-day seeks to find professional teachers and investigators for at least the scientific chairs of anatomy, chemistry, physiology, and pathology and men of like learning and experience for as many of the other chairs as possible.

As the result of the same general tendency, there is a

distinct movement to divide the medical course into three parts: the preliminary education in the natural sciences; the professional training in the applications of these sciences in medicine; and, finally, a period of training in hospital and laboratory. More of the colleges every year are requiring a bachelor's degree for admission. Some of the medical colleges turn over their students to their academic departments for the first and scientific course, which usually requires two years, the medical college taking the student for the two years following, and then the hospital. In some cases the work of the first two years is given in the academic college located in one place, and that of the last two or four years in the professional school, located where there are the best hospital and clinical advantages.

I would again urge the wisdom of providing in Cincinnati the best instruction in medical sciences in full accordance with these modern methods. All medical instruction given here at present is at the expense of the profession. The endowments and outside support are insignificant and have nearly all been given by the members of the profession. This is no more reasonable than if we were to require the present engineers to educate the future engineers, or the present teachers to educate their successors in the schools. The education of physicians is as much a public duty as the training of teachers or principals of schools. It is certainly unbusiness-like, not to say absurd, for the people of Cincinnati to propose to dictate in matters pertaining to the medical colleges, now carried on exclusively at the expense of their professors and students, until they are prepared to provide them substantial support. What Cincinnati needs is not more medical colleges, but one great scientific institution of this modern type. It is perfectly apparent that such an institution can not be built and supported without endowments or some additional aid. As the first step towards this end, I recommend that this University begin by undertaking, as soon as the facilities can be provided, the scientific instruction of the first two years of the medical course in connection with its academic and scientific colleges. Provision could be made at a reasonable expense for this. At the close of this period the student could go to the regular professional college for his finishing course. A building, containing the required lecture rooms and laboratories, and

an appropriation of about \$25,000 a year would enable us to make a beginning in this enterprise, which we should hope would in time grow into the complete modern medical school that Cincinnati so much needs.

THE COLLEGE OF LAW.

We note with interest the tendency in our College of Law to concentrate the instruction in the hands of professional teachers, instead of dividing it among practitioners. This is in accordance, as we have seen, with the movement in other professional schools. The successful attorney of to-day is a very different man from the legal scholar of the past and leads a different life. The time was when lawyers needed only to be scholars and advocates. Every great lawyer nowadays must also be a man of affairs and trained in administration as well as in the science and practice of law. In fact, the modern lawyer must know all forms of business as well as he knows all parts of the law. Every practitioner who teaches does it for love and for the stimulating change it brings him, and not for gain. The great lawyer of the old times was usually a scholar by training and often a teacher by love of his science. His modern successor, even if he has equal learning and love of the law, has not the time for teaching. Especially is this true of the eminent lawyers of great cities like Cincinnati.

The recent history of our own Law School illustrates this drift of things. The necessities of this intensive modern practice have lately deprived us of several of our great teachers and lecturers. Our Law School will gradually find it necessary, therefore, to provide at an early time at least a central staff of professional teachers who can give their whole time to instruction. A number of changes of this kind have already been made, but the College must have additional funds before it can carry out this policy to the extent necessary. For this purpose and for the further improvement of the library, additional endowments are greatly needed by the Law College.

It is gratifying to learn from the Dean of the improving grade of preparation of students at entrance, and of the excellence of their later work. The establishment of the honor system on student initiative is a subject of congratulation. All friends of the Law College are looking forward

with much interest to the celebration of the seventy-fifth anniversary of its foundation, at Commencement, next June, when the alumni of the School and many distinguished lawyers will gather here to take part in the interesting exercises.

THE GRADUATE SCHOOL.

The Graduate School of the University, which had been in process of development for a year or two previous, was formally established at the opening of last session and enrolled ninety-two students its first year. Sixty-four of these were graduates of our own University and the remaining twenty-eight came from twenty-five other universities and colleges, including Harvard, Columbia, Princeton, Michigan, the Massachusetts Institute, Rochester, Wellesley, and Smith. Of the forty-eight new students admitted during the first semester of 1907-08, twenty-five are from this University and twenty-three from twenty other institutions, including ten not represented last year. All of these are pursuing graduate studies exclusively. The departments of the Graduate School, arranged in the order of number of students taught, are, English, Mathematics, German, Philosophy, Economics, Education, Physics, Latin, Zoology, History, Greek, Romance Languages, and Chemistry. The master of arts degree was conferred at the Commencement of 1907 on twenty persons.

This initial success convinces us that for the erection of a great Graduate School in Cincinnati the only need is that of larger funds for professorships, fellowships, and scholarships and still better equipment in books and laboratories. Advanced studies and research are liberally endowed by all civilized peoples. Those who devote their lives to the advancement of science should be aided by the public, since it is the public that receives the benefits of their labors. One of the first things needed for the advancement of such studies here is a larger number of fellowships, of from three hundred to six hundred dollars a year.

GIFTS AND BEQUESTS.

In connection with the subject of support, I wish to repeat what I said in my annual statement at the last Commencement: "The history of the University of Cin-

cinnati is especially interesting to the student of educational matters from the fact that, while it was originally a private foundation and has always been supported largely by private gifts, it has, in these later days, received public support in the form of a municipal tax. Counting all tuitions, one-half of the funds used by the whole University this year was derived from private endowment and private sources, while the other half comes from the city. This is an ideal plan, and it is to be hoped that the University will always continue to receive the support of both the public and the private benefactor. Since we educate the sons and daughters of all the people, we have a right to look to the city for a liberal appropriation for general support and maintenance, but it is evident also that private citizens having a surplus will feel it a duty and privilege to provide buildings and endowments for the University, especially for the Engineering, Graduate, and professional schools."

Progress has been made during the year in the development of both these lines of support. The city commenced in 1907 to levy an additional tax, while additional endowments have also been received from private donors. The Misses Mary P. and Eliza O. Ropes, of Salem, Massachusetts, left us in their identical wills property of the value of, approximately, one hundred thousand dollars, for the endowment of a chair for the comparative study of literature, as a memorial of their father, Nathaniel Ropes, for many years a respected citizen of Cincinnati. These wills, showing as they do a deep sense of responsibility and a discriminating judgment in the distribution of wealth for benevolent purposes, are models of their kind. I do not know where one can find more beautifully reasonable and judicious wills than those drawn by these excellent ladies, who gave their entire estates for the advancement of education, philanthropy, and religion.

Three scholarships have recently been established in the Graduate School. Mrs. Mary J. Hanna and daughter donated \$12,500 in bonds of the City of Cincinnati for the permanent establishment of the Hanna Fellowship in Physics, previously announced.

Perhaps the most useful gift that the University has received in late years was the provision of a special emergency fund, to be used in promoting interests for which

other funds failed. In the last three years about fifty thousand dollars was subscribed for this purpose by a few devoted friends of the University. Although they never intended that their gifts should be made known, I feel that it is due to the public to add to the long and honorable list of benefactors of the University the names of Messrs. James E. Mooney, Frank J. Jones, John Kilgour, Charles Kilgour, W. J. O'Dell, C. H. Krippendorf, Julius Fleischmann, Lucien Wulsin, and Samuel Pogue.

NEEDS OF THE UNIVERSITY.

The needs of a young and growing institution like ours are so numerous and great that it is quite impossible to enumerate all of them in a few words. Having recently started to build a complete University plant on a new site, our greatest need at present is for a building fund. Having yet no dormitories, gymnasium, public hall, or museum; with all the present buildings crowded far beyond their present capacity; with new students thronging to us by the hundreds; and feeling the demand that still other departments be added, we should immediately prepare to build, doing it as rapidly as is consistent with the limitations of a permanent plan and with architectural and artistic perfection. A fund of a million dollars is required for the structures immediately necessary. Provision should be made at once for the means with which to build continuously for a number of years, until the plant be completed.

Dormitories are greatly needed to create a center of college life and to attract students from outside the city. The only obstacle in the way of the development of the Cooperative Course is the absence of dormitories where young men can live in the educational atmosphere, and economically. No large city known to us is so poorly supplied with such lodgings, and this lack has lost us many excellent students.

Cincinnati owes to the people of the Ohio Valley, and, in fact, of the entire Southwest, the duty of leadership in the higher and professional education. If we shall become, as we hope, the commercial metropolis of this territory, we must first be its intellectual center. The building of educational institutions for their benefit and ours should be considered a privilege no less than a duty. Even if we

only consider our material advantage, there is no more certain manner of securing the commercial support of the South and Southwest than by educating and training its future leaders of thought and action.

One other consideration, an even more serious one, must be mentioned in connection with this question of more buildings. The first duty of the University is to the young men and the young women of Cincinnati. We have found that it taxes the University to the utmost to accommodate the present output of the public schools. In fact, our buildings are not adequate to accommodate our present students as they should be. Now it is a matter of gratification that our public schools are being rapidly enlarged and improved in every department. Having recently come to realize that the schools were inadequate for the population, a movement was started a few years ago to build new school houses and to increase the corps of teachers. Large bond issues have been made for buildings and the school tax for current expenses has been nearly doubled. Attention has recently been called to the fact that the attendance upon our high schools is not one-half what it should be in a city of this size, and it has been shown that this was due to the lack of buildings and particularly to the absence of the courses in manual training, sciences, and commercial branches which young men want. A realization of these conditions has led the Board of Education to begin to build two large, new high schools, which will double the capacity of the system and enable these schools to give the much needed courses. The large increase in attendance registered in the high schools this fall is a prompt response to this move of the Board to provide these additional facilities.

This whole great educational development means an increasingly large procession of youth marching up through the elementary schools, the secondary schools, and the high schools towards the University. The schools have now been thoroughly correlated with the University, and, if our plans for educating teachers are carried out, they will soon be largely officered by our graduates. For these reasons and because also of the general improvement in education in the country around us, we may fairly expect that in three or four years the number of students applying for admission to the University will be doubled. This means an attend-

ance in five years of at least a thousand students in the College of Liberal Arts and the Graduate School. Add to these the eight hundred we should have in Engineering, and our numbers will require at least double the accommodations in every department. Certain it is that the attendance on the University will now increase rapidly. It is our duty to provide for it, and the plain fact is that unless we begin at once to erect the necessary buildings and to provide the necessary income to carry on the work, we shall in three or four years be wholly unprepared for the crowds coming to us.

There is a matter connected with the estates owned by the University which requires immediate attention. The McMicken, the Thoms, and the Browne estates include many unimproved plots of ground and lots with old and dilapidated buildings which yield very small revenue, if any. The Browne realty is entirely unproductive. In this condition this property is lost to the University and can never do any one any good. Much of it is in a condition to injure the neighborhoods in which the lots lie, while all of it is a burden to the University. All this property is tied up by the terms of the bequests so that it can not be sold. The McMicken property can not be leased even for longer than fifteen years.

The buildings, where any exist, are all from thirty to fifty years old, and entirely out of date. It is expensive to alter or even repair such old structures. So they continue to stand, many of them obstructions to progress and soon to become, if not already, a disgrace to the city which owns them.

In the past the only possible method of using these plots of ground was to lease them for a period of time not exceeding fifteen years to persons or companies who would erect buildings upon them. This plan has proved most unsatisfactory, because the lessees were only willing to erect cheap temporary buildings upon ground leased for so short a period, and, when burdened with this initial expenditure, they were able to pay only a small ground rent.

The Board of Directors, though trustees for the city for this property, have no authority to borrow money to improve it. The income from this property is too small to do

more than repair it. The result has been that much of it is in a wretched condition and all of it going down.

The solution of the difficulty appears to be in a grant of authority to the Board to issue bonds, or borrow money in some way, with which to improve this property to a permanent and suitable manner, under a requirement to retain a sufficient portion of the income to pay the interest and create a sinking fund. An amendment to the laws will be required to give the city or the Board this authority. It should by all means be obtained as soon as possible.

Very respectfully yours,

CHARLES WM. DABNEY,

President.

UNIVERSITY OF CINCINNATI*

GROWTH AND PROGRESS, 1904-1907.

PROPERTY.

Grounds and buildings.

The University owns forty-three acres in Burnet Woods, the geographical center of Cincinnati, with five buildings thereon, and medical and law buildings in the business part of the city. The total value of these non-interest bearing properties is not accurately known, but far exceeds \$1,000,000.

Productive Endowments.

(Securities given at face value; real estate, some of which is unproductive, and much of it old, capitalized at 4 per cent. Browne endowment, entirely unproductive, not included.)

1904	\$ 813,686
1905	865,818
1906	917,778
1907 (including the Ropes bequest, estimated at \$100,000, and the Hanna Fellowship)	1,046,295
Increase in productive endowment, 1904-07	232,609
	or, 28 per cent.

Part of the increase resulted from improvements on property and consequent renting at higher rates.

INCOME.

From productive endowment.

1904	\$ 31,464.75
1905	34,515.02
1906	35,655.65
1907	37,029.50
Increase in income from productive endowment, 1904-1907	5,564.75
	or, 17 per cent.

Scholarship and fellowship funds received from Endowment Fund Association, Daughters of the American Revolution and Colonial Dames included. Title of real property of Ropes bequest has passed to University, but income not received in 1907; it will be four or five thousand dollars per annum.

*The Colleges of Medicine and Law are not considered in this statement, with the exception of two instances, which are specified.

**From tuition, fees, private donations for
current use and miscellaneous sources.**

1904	\$	17,681.41
1905 (first year of the Special Fund)*.....		39,256.58
1906 (decrease in Special Fund. Advance in standard of admission involved a de- crease in tuitions).....		35,863.48
1907 (tuitions, which had decreased in 1906 to \$12,800, increased to \$14,807. Special Fund decreased from \$10,000 to \$5,000)..		36,244.59
Increase in income from tuition, etc., 1904-07..		18,863.18
		or 108.5 per cent.

From taxation.

(including Observatory levy)

1904	\$	75,145.46
1905		74,705.33
1906 (including \$3,000 from Board of Educa- tion for salaries in College for Teachers)		80,841.47
1907 (first year of the half-mill tax. From Board of Education, \$8,000).....		139,082.52
Increase in income from taxation, 1904-1907..		63,938.06
		or, 85 per cent.

Total Income of the University.

(including Observatory.)

1904	\$	123,991.62
1905		148,476.88
1906		152,361.00
1907		212,357.61
Increase in total income, 1904-1907.....		88,365.99
		or, 71 per cent.

SALARIES.

1904	\$	68,254.13
1905	\$	68,803.75
1906 (including for first time College for Teachers, supported by Board of Edu- cation)		78,366.14
1907 (salaries of professors and instructors increased 15 per cent.; ten new persons added)		101,411.82
Increase in total salaries, 1904-1907.....		33,157.69
		or, 48 per cent.
Excluding salaries in the College for Teachers, paid by the Board of Education.....		25,157.69
		or, 36.8 per cent.

*Special Fund consists of gifts for the temporary assistance of the University; applied to current expenses.

MATERIAL IMPROVEMENTS.

(in plant and equipment, not in productive estate, naming the chief items only.)

Buildings.

Observatory building, coal bins, fire line, smoke consumer, fourth floor McMicken Hall, north wing Technical School building, (\$4,250 taken from the Thoms Endowment Fund)	\$ 24,396.55
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Equipment.

New telescope and other instruments in Observatory	11,253.88
Improvements in drawing rooms and laboratories	9,219.27
Museum, classification and arrangement.....	1,000.00

Grounds.

Permanent improvements: grading, new roads, trees, (including \$800 raised by ladies of Cincinnati)	5,267.47
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Total expenditure for material improvements, 1904-1907	\$ 51,137.17
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STUDENT ATTENDANCE.

Colleges.	1903-04	1904-05	1905-06	1906-07	First semester only. 1907-08
Liberal Arts.....	369	379	395	405	409
Teachers and Externals in Liberal Arts ..	..	....	....	248	325
Engineers	97	101	120	135	174
Teachers	56	91	191	270	147
Graduates	32	52	52	92	84
	<u>554</u>	<u>623</u>	<u>758</u>	<u>1,150</u>	<u>1,139</u>
(Counted twice)...	7	...	...	161	144
Net total.....	<u>547</u>	<u>623</u>	<u>758</u>	<u>989</u>	<u>995</u>

Increase in student attendance, 1903-04 to 1907-08, 82 per cent.

Since 1904, the College of Engineering and College for Teachers have been built up, tending to reduce attendance in the College of Liberal Arts. Standards of admission and promotion in all colleges have been raised by half, excluding many that could have entered in former years.

Total number of students, 1907-08, as given, does not include 460 teachers that are taking part in grade conferences in the schools.

ORGANIZATION.

Colleges and Faculties.

In 1904 the University consisted of the College of Liberal Arts, the College of Law, and the College of Medicine. In 1904 the College of Engineering was established; in 1905 the College for Teachers; in 1906 the Graduate School. Six new departments of instruction (professorships) have been established. The increase in courses is indicated as follows:

	1903-4	1907-8
College of Liberal Arts and Graduate School...	194	235
College of Engineering.....	47	101
College for Teachers (excluding grade conferences and External Courses).....	..	30
	<hr/> 241	<hr/> 366
Increase in number of courses.....		125
		or 51.8 per cent.

Instructional and administrative staff.

	<i>Number of Persons.</i>	
Colleges.	1903-04	1907-08
Liberal Arts	39	65
Engineering	20	47
Graduate .....	..	32
Teachers .....	..	12
Observatory	2	5
Administration	3	8
	<hr/> 69	<hr/> 175
(Counted twice)	13	79
	<hr/> 56	<hr/> 95
Increase in number of persons.....		39
		or, 69 per cent.



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